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AUTHOR Barta, Sheryl; Andersen, Tom
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ABSTRACT

This pamphlet is intended to aid Iowa school district curriculum committees in developing and implementing the physical education component of their school district's multicultural nonsexist educational plan. Definitions of terms used in the pamphlet are given. The rationale and philosophy underlying the elementary and secondary curricula design are discussed with reference to physical education. The legal authority for bias free, nondiscriminatory education is cited from sections of the Iowa Code and Iowa School Standards. A statement is presented of four goals and suggested objectives that should be integrated into a multicultural nonsexist physical education program. A checklist for school administrators presents questions that may be used as guidelines for evaluating existing physical education curricula in the areas of structure, content, materials and resources, and teaching strategies. A bibliography of 30 resources and a list of organizations which provide information on multicultural nonsexist physical education programs are included. (JD)

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Multicultural Nonsexist Education

in Iowa Schools

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This pamphlet is intended to be an aid for local curriculum committees who are developing and implementing the physical education component of their school district's multicultural, nonsexist education plan.

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Definitions

1. **Multicultural Education:** the educational processes which promote the understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, American Indians, and the handicapped. The educational program shall be characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion, or handicap.
2. **Nonsexist Education:** the educational processes which foster the knowledge of, and respect and appreciation for the historical and contemporary contributions of men and women to society as well as those educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices which provide equal opportunity to both sexes.
3. **Curriculum Structure:** Those administrative processes and decisions which have an impact on the physical education program.
4. **Curriculum Content:** the concepts, skills, facts, and values that are taught in the physical education program.
5. **Instructional Materials:** the physical artifacts which are used during the teaching process in the physical education program.
6. **Teaching Strategies:** the methods and approaches the teacher uses in the physical education program.
7. **Ethnocentric:** from the point of view of one's own ethnic group.
8. **Male-centric:** from the male point of view.
9. **Eurocentric:** from the European or Euro-American point of view.
10. **Multicentric:** from several points of view.
11. **Physical Education:** an integral part of the total education process. It is a field of endeavor that has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view of realizing those outcomes.

Rationale and Philosophy

It is important that students see themselves reflected in their curriculum, regardless of their sex, race, cultural background, or disability. Students who do not see themselves reflected, often feel alienated from the educational process and may soon question their own worth.

It is also important that students see the contributions and perspectives of the disabled, other races and cultural groups, and the other sex reflected in the school curriculum. Students who are not exposed to other groups often develop an inflated sense of self or group superiority (the "we did it all" syndrome) which can lead to patronizing attitudes. Therefore, the school curriculum plays an important role in developing healthy intergroup and interpersonal attitudes and relations.

The traditional school curriculum has been heavily influenced by the melting pot theory. This theory states that the many ethic groups in the United States should be molded into a common group called "Americans" who have similar customs, values, and language patterns. Cultural diversity was depicted as being a source of division and conflict rather than a source of richness, creativity, and strength. This pressure toward conformity suppressed many cultural patterns and excluded the contributions and perspectives of women, minority groups, the disabled, and even the immigrants from southern and eastern Europe from the school curriculum. The result of all this was a curriculum in which many citizens did not see themselves or other groups reflected.

The multicultural, nonsexist curriculum is based on the theory of cultural pluralism. This theory celebrates the diversity of a nation in which 300 Indian tribes were joined by men and women from every continent and country on this planet. It shows cultural and sex role diversity as strengths which enrich the United States. This curriculum is one in which all citizens can see themselves and other groups reflected.

The preceeding concepts apply to all areas of the school curriculum, but they have a unique implication for the physical education program. Physical education programs in Iowa schools were historically segregated on the basis of sex. Most physical educators presently in the field have been prepared to work with men or women rather than with men *and* women together. Physical educators separated males and females for many different reasons. Some of the reasons were based on prejudicial thinking about what boys and girls could or could not do, and others were based upon scientific evidence, such as strength differences between mature women and men.

Recently professionals have been faced with evidence that attributes most of the rationale used for sex segregation to mythology. Furthermore, in the few cases in which one sex clearly has an advantage over the other sex, adequate information exists to guide the planning of class activities so that each student can learn effectively without slowing the progress of others.

Title IX of the Educational Amendments of 1972 recognized sex segregation as a factor contributing to inequities in physical education programs and found it to be inconsistent with "Equal Opportunity" principles. During the years of sex segregation, dual curricula emerged as well as dual standards for evaluation. In some programs, money, materials, and facilities were allocated inequitably.

Since 1975 Iowa school districts have been converting to sex-integrated programs. The vast majority of them have made this transition quite successfully. There appears to be a consensus that physical education programs have been strengthened for both boys and girls. The positive aspects referred to are:

- Greater diversification in course content and activities
- Greater emphasis on life-long recreational and health maintenance skills
- Better defined classroom goals and objectives and more program planning
- More and better communication and cooperation among physical education staff members.

Sex-integrated programs are easier to schedule and administer than sex-segregated ones. In the long term they can be more cost effective. They also tend to reduce sex segregation in other classes that are scheduled at the same time as physical education.

An often overlooked aspect of sex-integrated physical education is the excellent forum it provides for building mutual respect and courtesy between the sexes. Students who become comfortable while participating in recreational activities with the other sex are more likely to participate in such activities in later life as a family unit. In this era of great concern for strengthening the family, changes in the educational system which will help promote total-family-shared experiences should be fostered.

The benefits of applying multicultural concepts to physical education programs have been obscured because of the great exposure sex equity issues have been given over the last few years. It is important for students to see themselves (contributions and perspectives) as well as other ethnic, racial, and cultural groups reflected in physical education curriculum. First and second generation Hispanic American, Asian American, Afro-American, and European American students may excel in soccer where at the same time they may have some difficulty with football. Most games and activities have their origins within the many various cultures that make up America. For example, lacrosse and field hockey descend from early American Indian cultures. Accenting these origins when theory and rules are discussed make students more aware of the roles all groups have played in putting the American heritage together.

Racial and cultural stereotypes in relation to athletic and physical ability abound in the United States. It is important that physical education instructors be sensitive to these stereotypes so as not to make invalid assumptions based on them. Such prejudgments can be humiliating to students and can potentially hamper their broad-based involvement in varied activities.

Finally, it is important that those of us without physical and mental disabilities see disabled persons in active roles. Too often the stereotypes we have about a disability are more of a handicap to the disabled individual than the disability itself. We often exaggerate the impact of the handicap on the individual's ability to perform in a variety of ways. The least restrictive practical ways for providing involvement of disabled students in physical education programs should be used. It is during physical education activities that disabled students confront their greatest fear of inadequacy. Overcoming this fear successfully can be a big step toward success in other life experiences.

Leisure and recreational activities are becoming greater and greater factors in contemporary American. Regular physical activity, physical conditioning, and health maintenance skills are essential for a productive and full life. It is essential that all persons, regardless of their sex, race, cultural background, or disability, be provided with the physical skills and social attitudes necessary to reach their maximum potential.

The Legal Authority

Iowa Code
(Section 257.25, Paragraph 1)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 670--3.5 (257)

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) "BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally, in a readily available form and location, as evidence of compliance with the provision of the law."

3.5(5)c The multicultural, nonsexist educational plan shall include:

(1) Specific goals and objectives with implementation timelines for each component of the educational program;

(2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;

(3) Evidence of systematic input by men and women, minority groups, and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;

(4) A description of the periodic, ongoing system to monitor and evaluate the plan.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purpose; suggested instructional activities, materials and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials, and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex and/or cultural-racial stereotyping exists in instructional materials, it shall be brought to the attention of the students and supplementary materials shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

3.5(10) "PROVISION FOR PHYSICAL EDUCATION. All students physically able shall be required to participate in physical education activities and meet the requirements as set forth in 257.25(6) "g" and 257.25(7).

Modified physical activities for credit shall be provided as an alternative for those pupils who for health reasons are certified by a physician as unable to take the courses as set forth in 257.25.

PHYSICAL EDUCATION. All students physically able shall be required to participate in physical education activities during each semester a student is enrolled in school. A

minimum of one-eighth unit each semester shall be required, except that any pupil participating in an organized and supervised high school athletic program which requires at least as much time of participation per week as one-eighth unit may be excused from the physical education course during the time of his participation in the athletic program. Physical education activities shall emphasize leisure time activities which will benefit the student outside the school environment and after graduation from high school.

A pupil shall not be required to enroll in either physical education or health courses if his parent or guardian files a written statement with the school principal that the course conflicts with his religious belief.

Goals and Objectives

Multicultural, nonsexist education concepts should be a visible, integral part of the physical education program. They should be visible in the goals and objectives, the curriculum guides, and the daily lesson plans. The following four goals are suggested as models for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to physical education. Activities related to each of the objectives should be integrated into each grade level of the physical education program.

Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background, or disability. This self-concept should be based on an understanding and valuing of their own personal and group identities as well as a greater awareness of their values and the relationship of those values to their everyday decisions and actions.

Objective A: The students will see the contributions and perspectives of their heritage (group) reflected in physical education activities and curriculum regardless of their race, national origin, sex, or disability.

Objective B: The students will participate in activities which effectively accommodate their needs, interests, and abilities regardless of their race, national origin, sex, or disability.

Objective C: Students will be exposed to language patterns in the classroom or gymnasium through which they see broad potentials for themselves in the fields of physical education, recreation, health, and athletics regardless of their sex, race, national origin, or disability.

Goal 2:

To assist students to understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this rich diversity strengthens and enriches our country. Inherent in this goal is the exposure of students to a broad range of career roles and life styles regardless of their sex, race, national origin or disability.

Objective A: The students will see the contributions and perspectives of diverse cultural groups as well as both women and men reflected in physical education activities and curriculum.

Objective B: The students will become familiar with role models from both sexes and diverse cultural groups who have excelled in physical, recreational, athletic, or health activities.

Objective C: The students will explore a broad range of career roles in the fields of physical education, health, recreation, and athletics regardless of their sex, racial/cultural identity, or disability.

Goal 3:

To help students understand that all persons are members of the human race and have common needs, feelings, and problems while at the same time stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, and cultural bias toward the disabled are social phenomena.

Objective A: Students will understand the importance of regular physical activity and health maintenance skills for all individuals regardless of their sex, race, culture, national origin, or disability.

Objective B: Students will demonstrate an awareness of how stereotyping prejudice and discrimination have been historically exhibited in the fields of recreation, athletics, and health.

Objective C: Students will demonstrate an understanding of the common characteristics of men and women as well as the sex difference that make each sex unique. These real sex differences should be taught in a manner which does not exaggerate them or encourage sex segregation in activities and which promotes mutual respect for the needs of all students.

Goal 4:

To help students develop positive interpersonal communications techniques as well as a motivation to play an active role in the solution of societal conflicts. Inherent in this goal is the understanding that present societal conflicts are a condition of centuries of cultural and group conditioning, and that improve human relations depends upon increased intergroup and interpersonal communication, understanding, and cooperation.

Objective A: Students will show respect and sensitivity toward one another while taking part in physical activities with diverse cultural groups and members of the other sex or the disabled.

Objective B: Students will practice and improve their group problem-solving and conflict resolution skills. They shall develop a reliable foundation for making ethical judgments and decisions while in the athletic, recreational, or health environments.

A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine the degree to which they are consistent with the basic concepts of multicultural, nonsexist education. This checklist is intended to be a general guide to use when looking at the physical education curriculum, K-12.

The answers to some of the questions in Section A may be rather obvious in some school districts. They are asked because the make-up of the instructional staff and the classroom student population have major implications for the strategies used in the multicultural, nonsexist education program. Districts which have stereotypical staffing patterns (examples: male administrators, female elementary instructors, all white staffs, all male coaches, etc.) should build objectives for change into their employment policies. Scheduling traditions or policies which may reinforce or cause sex-typed class enrollments (80% or more of one sex) or minority isolation should be changed.

A. Curriculum Structure

1. Are there diverse role models (male-female, diverse cultures/races) teaching physical education at both the elementary and secondary levels? _____Yes_____No

   a. If the answer to question #1 is no, what caused this to happen? Are there long-range strategies for changing this pattern? _____Yes_____No

   b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist physical education objectives? _____Yes_____No

2. Are there disabled employees on the school district staff who may serve as role models for students? _____Yes_____No

3. Are all units of physical education integrated on the basis of sex as required by Title IX? _____Yes_____No

4. Does the district avoid scheduling practices which result in sex-typed enrollments (80% or more of one sex) or the relative isolation of racial/cultural groups and the disabled? _____Yes_____No

5. Is participation in all activities which make up the physical education program open to both sexes? _____Yes_____No

6. Are physical education courses or units given titles which imply that they are for one sex or cultural group? Are course descriptions free of bias or stereotyping? _____Yes_____No

7. Is the sex segregation which may occur within physical education units limited to those activities whose prime purpose is physical contact or to the results of legitimate educational ability grouping? _____Yes_____No

8. During contact activities, is the segregation limited only to periods of actual participation, and not extended to periods of instruction or rules and theory? _____Yes_____No

9. When students are grouped within physical education classes by ability, is this grouping based on objective standards relative to the specific activity involved? _____Yes_____No

10. When a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, do teachers use alternative evaluation standards? _____Yes_____No

11. Are locker room facilities equitable for both boys and girls? _____Yes_____No

12. Has there been meaningful interaction between the physical education teachers and the personnel within the district who are responsible for the implementation of multicultural, nonsexist education? _____Yes_____No

13. Do all members of the physical education staff meet periodically to discuss and develop common goals and activities? _____Yes_____No

14. Has inservice on multicultural, nonsexist approaches to physical education curriculum been provided for all elementary and secondary physical education teachers? _____Yes_____No

15. Have the district administrators incorporated multicultural, nonsexist education concepts into the staff evaluation procedure? _____Yes_____No

B. Curriculum Content

1. Is there a broad range of activities included in the physical education curriculum? _____Yes_____No

2. Has the curriculum been reviewed to assure that there is not an over emphasis on contact activities which may lead to extensive sex segregation within physical education classes? _____Yes_____No

3. Is the emphasis of the physical education program on recreational, conditioning, and health skills which can be used over long-term periods of one's life? _____Yes_____No

4. Do all students have access to all physical education activities and units regardless of their sex, race, cultural heritage, or disability? _____Yes_____No

5. Have activities from the old, boys and girls physical education programs been equitably blended into the new sex integrated program? _____Yes_____No

6. Does the physical education curriculum reflect the contributions, perspectives, interests of diverse cultural/racial groups, both women and men, and the disabled? _____Yes_____No

   Example: Is soccer included as well as football?
   Is table tennis included as well as tennis?
   Is dance included as well as weight lifting?
   Is synchronized swimming included as well as water polo?
   Is lacrosse included as well as softball?

7. Have community resources been tapped in order to diversify the curriculum? _____Yes_____No
   Example: National Guard - rappelling and cross country skiing
   Community - bowling alleys, archery clubs, golf courses, swimming pools

8. Have there been surveys of minority students to see what kind of physical education activities they are interested in? _____Yes_____No

9. Are the cultural origins of the various games and activities discussed when introducing students to a new activity? _____Yes_____No

10. Is there a common K-12 curriculum guide for physical education which reflects multicultural, nonsexist concepts? _____Yes_____No

C. Curriculum Materials and Resources

1. Are texts, rule books, and audiovisual aids used? Do they reflect the cultural diversity of the United States and the roles open to both men and women in our society? _____Yes_____No

2. Are locker room facilities equitable for both girls and boys? If not, has action been taken to correct this? _____Yes_____No

3. Are materials and equipment used in such a way that all students have access to it regardless of race, culture, sex, or disability? _____Yes_____No

4. Do teacher designed bulletin boards reflect racial/cultural diversity as well as the roles open to both men and women? _____Yes_____No

5. Has equipment which may have traditionally been located in the locker room of one sex, such as weight training machines, hair dryers, whirlpools been duplicated in the other locker room or moved to a place where all students can have access to them? _____Yes_____No

6. Do both male and female instructors have equitable access to all facilities and equipment? _____Yes_____No

7. Do both female and male instructors have equitable access to information from the administration and the head of the physical education program? _____Yes_____No

D. Teaching Strategies

1. Do teachers approach co-ed physical education positively with the idea that all students regardless of race, culture, sex, or disability want to be involved and can be successful at most activities in the program? _____Yes_____No

2. Have teachers taken affirmative steps to inform all students regardless of race, culture, sex or disability that their involvement is welcomed in all activities? _____Yes_____No

3. Have teachers taken steps to ensure that no student is denied access to any activities because of their race, culture, sex or disability? _____Yes_____No

4. Do teachers avoid making comments based on the sex of students?
   Example: "Girls do 50 situps; boys do 100."
   "Girls won't you act like ladies instead of a pack of women's libbers."
   _____Yes_____No

5. Do teachers avoid lining up or grouping students for activities by means of sex? _____Yes_____No

6. Do teachers avoid making up teams which pit boys against girls and instead make them up in ways which encourage cooperation and team work between the sexes? _____Yes_____No

7. Do teachers set goals that are the same for male and female students? _____Yes_____No

8. Are teachers open to communicating with staff members of the other sex about common physical education program issues? _____Yes_____No

9. Do male and female instructors team together comfortably in teaching or establishing programs? _____Yes_____No

10. Do teachers avoid utilizing sexist or ethnocentric language in the P.E. classroom? _____Yes_____No

11. Are classroom/gymnasium management strategies and student role assignments used which reinforce multicultural, nonsexist behavior? _____Yes_____No

12. Are persons of diverse cultural/racial groups, both women and men, and disabled individuals used as resource persons in the classroom? _____Yes_____No

13. Are bulletin boards and teacher-made displays and charts designed in ways which are multicultural and nonsexist? _____Yes_____No

14. Are students alerted to stereotyping when it occurs in the physical education environment? _____Yes_____No

15. Have classroom teachers developed special support strategies for nontraditional students (disabled students, minority students who are isolated, and males or females in nontraditional activities)? _____Yes_____No

16. Do teachers expect the same behaviors and sense of purpose for all students? _____Yes_____No

17. Are physical education staff members familiar with the requirements of Title IX, Title VI of the Civil Rights Act and Section 504 of the Vocational Rehabilitation Act? _____Yes_____No

18. Are staff members personally willing to teach and participate in activities previously considered nontraditional for their sex? _____Yes_____No

19. Do staff members engage in informal conversation or provide individual assistance more often with students of their own sex, own culture or race or with nondisabled students? _____Yes_____No

20. Do instructors use both highly skilled boys and girls, minority students, or disabled students equally often for demonstration purposes? _____Yes_____No

21. Have the least restrictive and appropriate programs been designed for disabled students who may not be able to be involved in some of the traditional physical education activities? _____Yes_____No

Bibliography of Resource Materials

The following materials are recommended resources for physical education staff who are striving to implement multicultural, nonsexist education concepts. It is meant to be a selective listing rather than a comprehensive one. It should provide a nucleus for a resource center that will grow in the future.

ACTIVE: Teacher's Manual and Workshop Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160. (800/225-3088) toll free. 1981. Price $5.75.
This manual provides curriculum material for use with students in grades K-6 sports, dance, and gymnastics programs. It also describes how to identify stereotyped behavior of teachers and students and offers suggestions for change. *Workshop*, an accompanying manual, outlines short teacher training workshops and a longer inservice training program.

Black Women in Sports American Alliance for Health, Physical Education, Recreation, and Dance, Publications Section, P.O. Box 704, 44 Industrial Park Circle, Waldorf, Maryland 20601. (703/476-3481). 1981. Price $7.95.
This new book is about black women in sports who have dared to excel and who inspire others to higher horizons. A professional yet personal approach to the topic highlighting myths and realities of black women in sports, real problems and real solutions, case studies of black sportswomen, and the philosophical basis of women in sports. It concludes with a look at the future.

A Book of Worldwide Games and Dances American Alliance for Health, Physical Education, Recreation, and Dance, Publications Section, P.O. Box 704, 44 Industrial Park Circle, Waldorf, Maryland 20601. (703/476/3481). 1967. Price $7.95.
Sixty-eight favorite children's games and 39 dances compiled from 58 countries for students in grades 1-6. Includes diagrams and music; indexed by type of activity and cross referenced. Useful in teaching intercultural and international understanding. Because of the copyright date of this material, some examples should be reviewed for possible stereotyping.

Campbell, Patricia B. and Katrin, Suan E. *Exercising Your Rights: Eliminating Sex Bias in Physical Education*, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160. (800/225-3088) toll free. 1978. Price $4.50.
A total workshop package on sex role stereotyping and sex bias in physical education programs. The package includes handouts, transparencies, and a cassette tape presentation. It is an excellent self-teaching tool as well as a resource for inservicing physical education staff.

Clement, Annie and Hartmen, Betty. *Equity in Physical Education*, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160. 1980. Price $4.25.
This planning guide was designed to raise questions, to identify sources for further study, and to provide a step-by-step approach to planning co-educational physical education programs.

Complying With Title IX in Physical Education and Sports, American Alliance for Health, Physical Education, Recreation and Dance; Publications Section, P.O. Box 704, 44 Industrial Park Circle, Waldorf, Maryland 20601. (703/476-3481). 1977. Price $3.50.
Assists schools and colleges in complying with Title IX regulations, including information on what must be done to be in compliance and self-evaluation checklists. Deals with physical education, grades K-6, interscholastic and intramural sports, grades 5-12, college intramurals, and some of the problem areas general to all levels of education.

Corbin, Charles, B. and Lindsey, Ruth. *Fitness for Life: Physical Education Concepts*, Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025. (312/729-3000). 1979. Price Student Text $3.45; Teacher Edition $4.44.

A physical education textbook for junior and senior high school physical education programs. It utilizes a conceptual approach to physical education which is meant to supplement or complement your current program. The materials are multicultural and nonsexist.

Cratty, Bryant. *Developmental Games for Physically Handicapped Children*, Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, California 90019. Price $2.50.

Cratty suggests a large number of activities and games including swing ball, sensory-motor stories, wheelchair games, etc.

An Equal Chance Through Title IX. 16 mm film. American Alliance for Health, Physical Education, Recreation, and Dance; Publications Section, P.O. Box 704, 44 Industrial Park Circle, Waldorf, Maryland 20601. (703/476-3481). Rental through AAHPERD, C/O NEA South Studios, 1201 14th Street N.W., Washington, D.C. 20036. 1977. Price $325.00; Rental $18.00.

A 16 mm film which emphasizes the need for, and values of, physical education and sports in a sex integrated setting. Recommended for physical education teachers, coaches, school administrators, school boards, PTAs, and as an aid in workshops on implementation of Title IX - 22 minutes color and sound.

Equal Rights: An Intergroup Education Curriculum. Educational Equity Program, Pennsylvania Department of Education, 333 Market Street, Harrisburg, Pennsylvania 17108. (717/783-6788). 1974. Price Unknown.

A curriculum development guide designed to assist educators in their efforts to explore with students the attitudes and skills essential to friendly relations between diverse individuals and groups. Based on a common core of concepts, the guide suggests objectives and activities for various content areas including a unique segment on multicultural approaches to health and physical education.

Ferreti, Fred. *The Great American Book of Sidewalk, Stoop, Dirt, Curb, and Alley Games*. Workman Publishing Company, 1 West 39th Street, New York, New York 10018. (212/398-9160).

This is another nostalgic collection of games that kids play in cities where facilities and playgrounds are not readily available. They may be used to bridge the gap between the community and the physical education program in urban communities or as a cross-cultural vehicle in rural communities.

Fluegelman, Andrew. *More New Games*, New Games Foundation, P.O. Box 7901, San Francisco, California 94120. (415/668-6901). 1981. Price $6.95.

This recent publication includes more new games and activities for both the elementary and secondary physical education setting.

Fluegelman, Andrew. *The New Games Book*, New Games Foundation, P.O. Box 7901, San Francisco, California 94120. (415/668-6901). 1976. Price $6.95.

New Games is an approach to play and recreation that encourages participation, cooperation, and creativity. The activities are helpful in fostering intercultural cooperation, sex integrated programs, and also for involving the disabled student in the physical education program. This book provides original ideas and activities for both elementary and secondary programs.

Game and Dance Kits From Around the World. Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, California 90019.

The Children's Book and Music Center has a number of multicultural game and dance kits as well as international folk dance manuals. Included are kits on tinikling from the Philippines, Chinese ribbon dancing, and Maori Lummi Stick activities from New Zealand.

Goodman, Joel and Weinstein, Matt. *Playfair*, Impact Publishers, P.O. Box 1094, San Luis Obispo, California 93406. (805/543-5911) 1980. Price $8.95.

This is a book about games for people who are interested in learning about a new type of play that lets people be supportive, cooperative, and creative. It is similar to the "New Games" approach where the goal is pure fun, recreation, and social interaction. This book is an invitation to learn hundreds of skills, games, and practical ideas that students can use in their life and work. Like the "New Games," this approach is useful in fostering cooperative efforts between boys and girls, diverse cultural groups, and the disabled and able bodied persons.

The Handicapped Child and Physical Education Division of Program Development, Bureau of Instruction, Kentucky Department of Education, Frankfort, Kentucky 40601. (502/564-2106). 1980. Price limited quantity available free of charge.

This small pamphlet provides some suggestions for providing physical education services to handicapped students. It also includes a short list of resource materials and organizations.

Michener, James A. *Sports in America*, Faucett Publishers, 1515 Broadway, New York, New York 10036. (212/975-7660). 1977. Price $2.25.

This is a popular nonfiction book; however, it provides quite an extensive overview of sociological role of physical activity and competitive athletics in the United States. The issues of race and gender as factors in American sports are directly spoken to.

Milberg, Alan. *Street Games*, McGraw-Hill and Co., 1221 Avenue of the Americas, New York, New York 10020 (212/997-1221). 1976. Price $8.95.

A well-researched collection of games traditionally played by kids in cities who did not have ready access to parks or playgrounds. It includes origins, objectives, rules, equipment, variations, and anecdotes about the games. With a bit of creative rule changing, many activities could be utilized in the physical education program.

Orlick, Terry. *The Cooperative Sports and Games Book*, Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, California 90019. 1979. Price $8.95 Hardback; $4.95 Paperback.

Challenge without competition. Over 100 new games based on cooperation, not competition; cooperative games played around the world. Includes some games designed for special education students.

Physical Education Programs for Handicapped Students in Iowa The PEPHSI Project, Drake University. This project is jointly sponsored by Drake University, the Iowa Department of Public Instruction, and Iowa State University. The publication has been disseminated to all school districts and Area Education Agencies in Iowa. It is also located on microfiche in the ERIC system. The microfiche number is ED 198120.

This manual was written in an effort to assist state, area, and local education agencies to meet the physical education requirements of P.L. 94-124. More specifically it was written for physical educators who ultimately have the opportunity and responsibility for providing meaningful physical education experiences for the handicapped students.

Physical Educators for Equity Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160. 1981. (800-225-3088) toll free. 1981. Price: Leader's Guide (88 pp.) $2.50; Seven Modules (184 pp.) $18.50.

This series of seven self-instructional modules helps promote the elimination of sex role stereotyping and sex discrimination in secondary physical education classes. Each module contains illustrations and learning exercises and focuses on Title IX, curriculum development, teacher behavior, evaluation of sex role stereotyping, and biological differences between boys and girls.

Rules for Coeducational Activities and Sports American Alliance for Health, Physical Education, Recreation, and Dance, Publications Section, P.O. Box 704, 44 Industrial Park Circle, Waldorf, Maryland 20601. (703/476-3481). 1980. Price $4.50.
Twenty institutions from elementary school through college share rules for activities and sports they have found to be particularly effective in providing enjoyable involvement for all boys and girls, men and women. Over 70 different activities and sports are covered, some of which are adaptations of volleyball, softball, and other commonly played sports. Other more unconventional activities are also included. The publication is designed to meet the needs of programs in complying with the guidelines of Title IX and to foster effective coeducational settings.

Sherrill, Claudine. *Adapted Physical Education and Recreation: A Multi-disciplinary Approach,* William C. Brown Publishing Company, 2460 Kerper Blvd., Dubuque, Iowa 52001. (319/588-1451). 1981. Price $14.95.
This book is an excellent guide for the physical education instructor who is attempting to mainstream handicapped students into their physical education program. It includes strategies for diagnosing the educational needs of the student and developing prescriptive activity programs.

Sports and Society: Issues and Controversies Cookley, Jay J., C.V. Mosby Publishing Company, Westline Industrial Drive, St. Louis, Missouri 63141, (314/872-8370). 1982. Price $11.95.
This selection of readings on physical activities and sports includes components on cultural and racial factors in sports. The emphasis is on Black Americans in sports.

Strategies for Equality: Guidance, Social Studies and Physical Education The Consortium for Educational Equity, Federation Hall, Douglass Campus, New Brunswick, New Jersey 08903. (201/932-9808). 1978. Price $3.00.
Approximately 30 pages of this publication contain ideas and strategies for implementing sex equity in physical education programs.

Title IX and Physical Education Maryland Department of Education, Division of Instruction. A limited number of copies of this publication are available free of charge from the Educational Equity Section of the Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515/281-5502). 1979.
This publication includes the findings and recommendations of a 1977 Maryland Task Force which was formed to consider concerns related to Title IX and physical education and to offer recommendations which might prove useful to school districts as they develop coeducational programs. Title IX regulations which relate directly to physical education are reviewed and their effects on school policies and practices are explained.

Title IX: Sex Integrated Programs That Work American Alliance for Health, Physical Education, Recreation, and Dance, Publications Section, P.O. Box 704, 44 Industrial Park Circle, Waldorf, Maryland 20601. (703/476-3481) Price $4.60. 1978.
This publication includes descriptions of sex integrated physical education programs which are working exceptionally well. It includes strategies and materials which have proven effective in implementing sex integrated programs.

Turnbull, Ann M., "Implications and Implementation of Multicultural Physical Education Curricula." A limited number of copies of this publication are available free of charge from the Educational Equity Section, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515/281-5502). 1981.
This unpublished paper explores some implications of multicultural education for physical education programs. Specific strategies and activities for incorporating cultural diversity into the curriculum are included.

Wangsness, Barbara. "A Multicultural Approach Through Native American Games and Dances." Limited number of copies available free from the Educational Equity Section, Iowa

Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515/281-5502). 1976.
This unpublished paper explores some of the rationale for integrating cultural concepts into physical education and recreation programs. The emphasis of this document is on Indian games and dances. Each activity is described and information on its origin is included.

Wessel, Janet. *I Can Program*, Hubbard Publishing Company, P.O. Box 104, Northbrook, Illinois 60062. (312/272-7810). 1978. Price: Fundamental Skills Kit $120.00; Body Management Kit $95.00; Health and Fitness Kit $110.00; Aquatics Kit $105.00. Total Package $395.00.
This collection of learning kits is a structured program for the physical education of handicapped students K-12. It is a program that can be tailored to the needs and abilities of individual students and which could be used to develop the required IEP for handicapped students. The kits can be bought individually.

Resource Organizations

The agencies or persons listed below are just a few of those which may provide assistance, ideas, and information on resources to school districts that are striving to implement multicultural, nonsexist physical education programs.

The Educational Equity Section of the Iowa Department of Public Instruction. Grimes State Office Building, Des Moines, Iowa 50319. (515/281-5502).

The Educational Equity Section is funded to provide assistance to Iowa educational agencies in the areas of sex and race desegregation; multicultural, nonsexist curriculum; human relations; and bilingual education.

The Physical Education and Health Consultant. Curriculum Division, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515/281-4804).

The physical education consultant provides program assistance in all areas of physical education including multicultural, nonsexist education.

Iowa Area Education Agencies. Multicultural, Nonsexist Education Coordinators.

The Area Education Agencies have begun to build a capacity for providing assistance to school districts as they work toward educational equity goals. Each agency has a consultant who has responsibility for multicultural, nonsexist education. You are encouraged to contact your local area agency coordinator.

Council for Exceptional Children. 1920 Association Drive, Reston, Virginia 22091.

The Council is an excellent resource agency for educators who want to increase their own as well as students' awareness about disabled persons.

Dissemination Center for Women's Educational Equity Act Program. C/O Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160. Toll free number: 1-800-225-3088.

The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for developing inservice training programs, curriculum evaluation instruments, sex fair curriculum materials, and women's studies units. The Center is responsible for disseminating the educational products of the WEEA program. They have a number of resource materials related to physical education.

Midwest National Origin Desegregation Assistance Center. School of Education, University of Wisconsin--Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, Wisconsin 53201.

This Center is one of nine "Lau" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. The charge of the Center is to assist school districts in providing whatever special services are necessary to ensure that a student whose dominant language is not English is not limited in his or her participation in educational activities by a lack of proficiency in English. The Center serves ten Midwest states including Iowa.

The American Alliance for Health, Physical Education, Recreation and Dance. 1900 Association Drive, Reston, Virginia 22091.

The Alliance is the national umbrella organization for a number of health, recreation, and physical education related organizations. They sponsor conferences and develop and distribute resource materials. Their catalog contains references to numerous resource materials for eliminating sex stereotyping from physical education programs and for integrating handicapped

students into programs. The Alliance also has an Ethnic Affairs Task Force.

The New Games Foundation. P.O. Box 7901, San Francisco, California 94120.
The New Games Foundation promotes an approach to play and activity that encourages participation, cooperation, and creativity. The Foundation provides workshops and develops resource materials. A catalog is available upon request.

Children's Book and Music Center. 5373 West Pico Blvd., Los Angeles, California, 90019.
This Center has many multicultural, nonsexist resource materials for a number of areas including physical education, dance and adaptive physical education. A free catalog is available upon request.